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FACTORS CAUSING NON-COMPLETION OF REGISTRATION
AT UTAH STATE AGRICULTURAL COLLEGE DURING
THE SCHOOL YEAR 1955-56

by

Richard J. Barney

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Education Administration

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1956

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Richard J. Barney

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INTRODUCTION AND STATEMENT OF PROBLEM

The prospective student who has been accepted and who fails to arrive on the college campus despite his apparent intentions presents a problem to secondary school principals as well as to college officials. Non-arrivals are common on the admissions records of every college or university. (14) Alden B. Thresher reports admissions attrition percentages ranged from 3 percent to 55 percent with averages of 27 percent to 48 percent in a study of 58 institutions grouped by type. (24)

Each year there is a large number of applicants who are accepted by the Admissions Office at Utah State Agricultural College and for some reason do not complete registration. Administrators are interested in knowing why these students did not complete registration and in what areas, if any, weaknesses exist in the handling of prospective students at this institution.

It is the purpose of this study (1) to attempt to discover the factors causing non-completion of registration and (2) to indicate from an appraisal of the findings those implications which might be of importance to the College Administration and its personnel who deal with the handling of new students planning to attend this institution.

Delimitations of the study. The number of applicants

selected was limited to those who applied for entrance fall quarter of the school year 1955-56. This was due, mainly, to the fact that the greatest number of applicants failing to complete registration after acceptance is encountered during this period each year at the College. The applicants studied did not include night school or graduate school enrollments.

Definitions. The terms applicants, prospective students, non-arrivals, and admissions attrition in this study are defined as those new students who apply for entrance to Utah State Agricultural College, and after being accepted by the Admissions Office do not complete registration.

Method of procedure

In attaining the necessary information for this study, the following methods were employed:

1. The head of the Registrar's Office at Utah State Agricultural College, and the admissions counselor were contacted for permission to use the necessary records available to obtain the data required.
2. A list of those applicants not completing registration was prepared by the admissions counselor. All of the necessary information pertinent to the study was taken from the records.
3. A questionnaire was devised and sent out by mail to those applicants who did not complete registration. Also, it was decided to validate the study by interviewing at random 10 of the applicants answering the questionnaire to determine if the response to

the questions were the same in each instance.

4. The following information was provided by each of the applicants answering the questionnaire:*

- (1) Name
- (2) Age
- (3) Male
- (4) Female
- (5) Veteran
- (6) Non-veteran
- (7) High school last attended
- (8) Location (city and state)
- (9) Are you now attending another college?
- (10) Do you intend to attend college at a later date?
- (11) Are you going into the armed forces?
- (12) Was marriage a factor in your not registering here?
- (13) Were you unable to attend college because of financial conditions?
- (14) Did you feel registration fees were too high?
- (15) Are you going into missionary or church service?
- (16) Did you need employment?
- (17) Did you look for, or inquire about, employment here?
- (18) Were satisfactory housing facilities available to accommodate you?

*See Appendix A for copy of questionnaire and letter of introduction used.

- (19) Did you apply for a scholarship to USAC?
- (20) Are you an athlete?
- (21) Did you apply for an athletic grant-in-aid?
- (22) Did your parents want you to attend college?
- (23) Did you receive help and advice concerning registration from the admissions office?
- (24) Were you referred to the counseling center at the college?
- (25) Did friends influence you to attend another college?
- (26) Did you attend the orientation session available to new students?
- (27) Do you feel your application for admission to USAC was given proper attention?
- (28) In your associations with the college and its staff, did you find them to be friendly and cooperative?
- (29) Were you satisfied with registration procedures?
- (30) Did family or personal illness prevent your attending college?
- (31) Do you feel Logan is a community with adequate facilities to accommodate you while attending USAC?
- (32) Were religious affiliations a factor in your not attending college?
- (33) Could you see the importance of attending college in preparation for your future life's work?

- (34) Do you feel you would have been accepted socially at USAC?
- (35) Do you think social life at USAC would have been satisfactory?
- (36) Did you have a definite goal in mind regarding a major field before applying for entrance to college?
- (37) Were the courses you wanted available? If not, what were they?
- (38) Indicate the extent of parents' education.
- (39) If the real reason for your not completing registration wasn't covered in this questionnaire, please state what it was?
- (40) Please make any suggestions you care to that would make admission to this college easier?

REVIEW OF LITERATURE

In reviewing the literature the writer was unable to find another study of the exact nature, but there is evidence of surveys that have been made by other institutions on this same problem. In endeavoring further to find a similar study, letters were written to some of the foremost research bureaus in the country. Ellen Commons (28), Department Librarian of the U. S. Bureau of Research writes, "We have searched our catalog and find that there are no references on the study that you have mentioned in your letter." Frank W. Hubbard (29), Director, Research Division, National Education Association replied:

Your letter of January 27 has come to the Research Division for reply. You asked whether we know of any study of the exact nature of the one you contemplate for your master's thesis, that is, a study of college applicants who apply for registration at a college and do not complete the process. I regret that we do not know of any study of this nature.*

H. N. Stoutenburg, Jr. (30), Assistant to the Registrar at Michigan State University writes:

. . . Our survey has originated from a double post card to those students that we had admitted but did not attend. Our percentage of return on this survey card has varied from 51.2% to 76.8%. The figures that we have to deal with, however, are significant in the fact that we have approximately 500 or greater replies. . . . We have divided the inquiry into six major divisions as follows: Are they attending another college? Are they employed? Are they having financial difficulty? Are they married or planning to be married? Have they been drafted? Have they been involved in

* See Appendix B for copy of letters used.

military service? Then we have a general category for other reasons. This material has been divided by men and women and by first time in any college, transfer students, and graduate students.

We have found from this survey that 65% to 69% of the students actually enrolled at another college. This would indicate that Michigan State was either second choice or due to the nearness of the other school to their home made it advisable to attend there. The rest of the percentages were scattered between employment, financial difficulty, married, military service, and other miscellaneous reasons. Of these, employment and financial difficulty were the largest with less than 10% each.

In a survey done at the University of Nebraska titled "September's Non-Arrivals," Arthur A. Hitchcock (14) found the factors causing non-arrival to be:

Table 1. Present status of non-arrivals at the University of Nebraska, 1951

Status	No.	Percent
1. Four year college	69	43
2. Junior college	6	5
3. Vocational school	3	2
4. Nurses training	4	2
5. Employment	56	34
6. Armed forces	12	8
7. Illness	1	.5
8. Housewife	1	.5
9. Unknown	6	5
Total	158	100.0

Some of the implications of the study were (1) students who attended other colleges, and who are capable of succeeding in college, might have continued their plans to enter the university if there had been a more personalized association with them during the summer when their decisions were made; (2) it is apparent that an obligation resides within the university and the high school to assist students

more appropriately in making decisions regarding their entrance or non-entrance into higher education; (3) in the free comments made by students in this study, it is apparent that the personal, individual approach to prospective students is associated with the proportion of non-arrivals.

Fall quarter of 1953, the Registrar's Office at the Utah State Agricultural College sent a letter-questionnaire out to 127 applicants not completing registration.* Of the 74 persons answering the letter, the following factors were disclosed as cause for non-completion of registration: (27)

Table 2. Factors causing non-completion of registration at Utah State Agricultural College, 1953

Reason	No.
1. Will enroll at USAC later	28
2. Attending other colleges	19
3. Miscellaneous reasons	15
4. Financial difficulties	8
5. Proper attention not given application	4
Total	74

The remainder of literature to follow will deal with those factors influencing drop-outs and attendance, as they are closely related to the factors being dealt with in this study.

Recent studies have shown that approximately 40 to 50 percent of students entering college drop out by the end of their first year. (10) The above mentioned fact becomes even more important when another study points out that almost a million students graduate from high school each year and only one-third of these graduates, or be-

* See Appendix B for copy of letter.

tween three hundred and four hundred thousand, go on to attend one of the colleges or universities in the country. (2)

Educators who have been dealing with the secondary schools have recognized for years that there is a serious problem concerned with student mortality. This sentiment is expressed in a bulletin, Early School Leavers:

Among the many problems confronting the public schools of America is the very serious one of determining ways by which youth might be encouraged to complete a full high school program. It is not a new problem. Its solution will not be based on some magic formula. It will require continuous and vigorous study and adaptation to develop in the schools a type of educational program that will be attractive to youth and will help them in their adjustment to life and living. (11)

A survey of early literature shows that 50 years ago high schools were graduating about 10 percent of the total high-school population, while by 1950 they were graduating slightly more than 50 percent. (21) Although, at first glance this shows a tremendous increase in the holding power of the schools during the first 50 years, the figures could be stated another way to indicate that about 50 percent of those who might be graduating from public high schools are being lost. If stated this way, the problem becomes much more serious, especially in an age when there is talk of "Education for all American youth."

As early as 1911 and continuing to the present time, much research on the problem of early elimination has been devoted to identifying just what the characteristics of the

boys and girls who leave school prior to graduation are. These studies covered the economic characteristics of drop-outs, such as possession of a telephone in the home, the number of books in the home, the size of the home, number of magazines in the home, and the occupation of the father. Other studies investigated certain sociological factors, such as the effect of working mothers, size of the family, education of the parents, and so forth. Still other studies investigated school characteristics of the drop-out, such as his attendance record, his IQ, his scholastic record, his feeling about the curriculum, and his participation in extra-curricular activities.

About 10 years ago appeared the first study which attempted to evaluate these various characteristics with a view to finding out which might best be used as a basis for developing predictive criteria for those who are leaving school prior to graduation. (21) Since this time other studies along the same line have attempted to answer such questions as: Does the possession of a low IQ by an individual mean that he will drop out of school? Does the fact that a home has few books mean that children from such a home will not be graduated? Does the fact that a student has repeated a grade in school mean that he will drop out prior to graduation?

These studies provide fundamental information in attempting to set up criteria which will aid in the discovery of those boys and girls who will leave school prior to graduation. They seem to indicate that the 2 major

characteristics of boys and girls who leave school early are (1) retention in school and (2) a generally low socio-economic status. (21)

It is only in recent years, however, that colleges and universities have been expressing concern over this problem of student mortality. During this time many studies have been made to determine why students drop out of college, when they drop out, and what is to be done about it. In his study F. M. Corbin finds that:

Entering college with a fairly definite choice of the work area in which they expect to specialize, appears to reduce the chance of dropping out before completion of the four years work. Drop-outs will also, doubtless, continue among the group who are not yet certain of their professional interests. . . . The first year of college, is for many, a year of exploration. Careful guidance and counseling should be given these young people so their device of a vocation may be one which will bring them the highest degree of satisfaction. . . . College years coincide with the age when many young people marry. . . . Scholarships and loan funds should make it possible for any interested and capable young person to remain in college. (8)

The first year of college seems to be the most prevalent period for drop-outs at this level. In a study at one of the prominent junior colleges in the country Girard T. Bryant found that:

Mortality among freshmen was thirty-seven percent of the total freshman class whereas only sixteen percent of the total second year students withdrew. The loss of 28 out of 75 freshmen may be considered a serious problem. (7)

The following table lists the reasons for withdrawal of college freshmen in their order of importance as brought out in Bryants' study: (7)

Table 3.- Reasons for withdrawal at Lincoln Junior College, 1949-50

Reasons	No.	Percent
1. Desire to improve economic conditions	8	21.7
2. Lack of objective	6	16.2
3. Other interests	5	13.5
4. Lacked ability to do average work	4	10.8
5. Difficulties in the home	3	8.1
6. Personality difficulties	3	8.1
7. Health	3	8.1
8. Lack of funds	1	2.7
9. Suspended	1	2.7
10. Other	3	8.1

In another study, one hundred and twenty six questionnaires were sent out to freshmen students who did not return their sophomore year. In this study G. B. Johnson, Jr. found the following reasons for withdrawal: (15)

Table 4. Reasons for withdrawal at a state college, 1954

Reasons	Percent
1. Financial difficulty	25
2. Dissatisfaction with college	
A. Curriculum	20
B. Administration	3
C. Instruction	2
3. Personality adjustment difficulty	11
4. Marriage	9
5. Personal or family problems	9
6. Illness	7
7. Difficulty in meeting academic standards	2
8. Climate	5
9. Miscellaneous reasons	7

In a study by D. W. Snepp the following factors causing student withdrawal, listed in their order of importance, were: (22)

Table 5. Reasons for withdrawal at Evansville High School, 1953

Reason
1. Finances
2. Need for encouragement by the school
3. A dislike for certain subjects
4. Certain teachers were disliked
5. Marriage
6. A feeling of non-belonging to the school
7. Personal or family illness
8. Armed Services

Studies have been made to compare the sexes with regards to student mortality. Louis Long and James D. Perry found that:

From an over-all point of view, the percentage of women graduating from college does not differ greatly from the percentage of men graduating. It also seems to be true that relatively speaking women tend to shift from one school to another less frequently than do men. . . . There is a tendency for "net" mortality to be greater among men students than among women students. (16)

H. H. Punke found that:

Of the 537,000 students to register for their first time in the colleges of the nation in the autumn of 1952, the sex distribution was: male 60.3 percent, female 39.7 percent. . . . Calculations from the totals for "All States" show that 32.2 percent of the boys and 38.2 percent of the girls who entered a four-year state college entered one which was not over 25 miles from the high school attended. When the distance is increased to 50 miles the figures become: boys 45.2 percent and girls 58.9 percent; both sexes combined 51.7 percent. The substantial degree to which attendance at a four-year state college is a local proposition for graduates of high schools which are not over 50 miles from the college campus, seems apparent. (20)

In the following table, Anna S. Coyner gives a breakdown of the reasons for withdrawal by sexes, listed in their order of importance: (9)

Table 6. Reasons for withdrawal at Central State College, 1951

MEN

Reason	Percent
1. Finance	35
2. Lack of interest in school program	20
3. Marriage	10
4. Attend another college	9
5. Work was not profitable or satisfactory	9
6. Enter military service	6
7. Needed at home	5
8. Personal or family illness	3
9. Failing marks	2
10. Moved from state	1

Table 7. Reasons for withdrawal at Central State College, 1951

WOMEN

Reason	Percent
1. Marriage	46
2. Finances	13
3. Attend another college	12
4. Needed at home	7
5. Accept employment	7
6. Personal or family illness	5
7. Moved from state	5
8. Other	5

These studies emphasize the fact that there are differences among sexes in their reasons for withdrawal. Some are more significant than others.

Many studies have been made of the family, social, and educational backgrounds of the drop-out. R. A. Mulligan in a study of the socio-economic background and college enrollment, found the following facts:

There is a tendency for students from professional, proprietor, and managerial groups to increase in proportion from grammar school to college. Students in liberal arts colleges tend to stand higher in the socio-economic scale than those in teachers' colleges and normal schools. Students enrolled in private schools and universities, on the whole, come from high-

er socio-economic groups than students attending public high schools, junior colleges, or state universities. Students from the upper socio-economic groups are over-represented in institutions of higher learning, and students from the lower socio-economic groups are under-represented. The chances children of superior intelligence have of attending college increase as the family income increases. (17)

By making an intensive case study of withdrawals who passed the counseling offices, W. Brewer found that drop-outs often came from broken homes, had low test scores, and had a feeling of "Not belonging." He also found that many drop-outs were from low-income families with sub-standard housing and mixed nationalities. (5) Paul F. Munger found that it is possible to say that college students who graduate in the lower third of their high-school classes and receive a "C" grade or better in the first college course in social science, first course in history, and a point average better than "C" in the first semester stand a good chance of graduating. Also, since it is not possible to indicate which lower third high-school graduates will be successful on the basis of high-school record, it is necessary to have as many measures of the student's actual college work as possible. (19) I. A. Booker (4) found one of the biggest barriers to success in college work to be that of the student being a misfit who was unwisely encouraged to enter college.

W. M. Mullen (18) of New York University finds that superior attenders receive higher grades than average or poor attenders. Also, superior attenders reveal a positive

or satisfied attitude towards school, school subjects, and teachers; confine their activities to home and school; come from a higher socio-economic standing and are members of a smaller family in which the parents have more formal education; participate in extra-curricular activities, and are generally approved by their teachers who assign them to the higher ratings on character traits. R. W. Edmiston (12) says "Poor health, distance from school, lack of laws or lack of enforcement, and parental negligence or indifference are fairly well established causes of non-attendance."

Dr. Blaser (3) found the following factors influencing drop-outs at the Utah state Agricultural College:

Table 8. Factors ranked according to the percentage of response as selected by the 219 drop-outs as being the most important in influencing their termination at the Utah State Agricultural College, 1955

Reason	Rank	Percent of Response
Withdrawing because of financial conditions	1	2
Going into full-time employment	2	16
Getting married	3	12
Entering armed services	4	7
Intend entering another school	5	6
Health is a reason for leaving	6	5
Going out to find employment	7	4
Did not receive part-time employment	8	4
Returning home now	9	4
Returning to old job	10	3
Grades have not been satisfactory	11	3
Could not see the importance of course in future life's work	12	3
There were subjects I wanted to take that the school did not offer	13	2
Going into missionary service	14	2
Have not been happy here	15	1
Financial conditions would not allow my staying in school	16	1
Discouraged with school experiences here	17	1
Could not get part-time employment	18	1
Would not want the same type living quarters again	19	1
Dissatisfied with the social conditions	20	1
Individual faculty members responsible for my leaving	21	1
Program did not fit my needs	22	1

FACTORS CAUSING NON-COMPLETION OF
REGISTRATION AT UTAH STATE

Questionnaires were sent out to 164 applicants who were accepted by the Admissions Office at Utah State Agricultural College for September, 1955, but did not arrive on campus. There were 1,425 new students, including transfer students and first-time-in-college students, who registered fall quarter 1955-56. Of this number, 11.5 percent did not attend after being accepted. This does not include 35 applicants who applied for scholarships and did not receive them, and for this reason did not attend Utah State. Of the 164 questionnaires sent out, 87 were returned completed, and 2 were sent back marked no address, or a total of 54 percent returns.

Admission requirements at Utah State

Entrance with college standing is based upon (a) graduation from an accredited high school or (b) if applicant is over 18 years of age, and upon presentation of 15 approved high school units of work or (c) by examination of those students 18 years of age or older who have had other training. Students who have not been graduated from high school and who are presenting 15 approved units for entrance may include 1 unit of credit for military science or 1 unit of physical education, but not more than 1 unit in combination.

Prospective students are urged to send official transcript of their credits to the Registrar at least 4 weeks before the opening of school.

Entrance by examination is based upon 2 types of tests developed by the U. S. Armed Forces Institute or other comparable tests approved and recommended by the American Council on Education. Students who do not otherwise meet the entrance requirements are required to take the General Achievement Test. A student who fails this test because of extenuating circumstances prevailing at the moment may, upon recommendation of the Examiner, be admitted conditionally and permitted to take an alternative test sometime during the first quarter and thereby establish college standing as of date of original entry.

Utah state Agricultural College has a broad and diverse curriculum. This makes possible the training of ex-service men and women for many occupations and at the same time provides ample opportunity for general education. The College has made special provision for entrance, vocational advisement, acceleration, and curriculum adjustments for these men and women. It is possible, on the basis of evidence of educational growth since leaving high school and by the demonstration of aptitude for college work on tests for this purpose, for students to enter the College without completing all high school requirements. (25)

General factors

Age and sex of applicants. Table 9 gives the classification of applicants according to sex and age at the time

Table 9. Classification of applicants by sex and age at Utah State, 1955-56

Sex	Age										Total
	18	19	20	21	22	23	24	25	32	36	
MEN	23	10	14	4	6	5	1	1	1	1	66
WOMEN	10	9	1	0	0	0	0	1	0	0	21

of non-completion of registration. Of the 87 applicants not completing registration, 76 percent were men and 24 percent women, or a ratio of 3 to 1. A total of 66 men and 21 women responded to the questionnaire ranging in age from 18 to 36. It is evident that most of the applicants were 18 years of age. Those comprising the second largest group were 19 years of age.

Type of applicants. It was considered desirable to determine the type of applicants not completing registration at Utah State. An analysis of the data presented in table 10 indicates that 61 percent of the applicants were Utah residents and 39 percent non-residents; 80 percent non-veterans and 20 percent veterans.

Table 10. Classification of applicants as to type at Utah State, 1955-56

Type of Applicants	Male	%	Female	%	Total	% of Total applicants
Resident	34	39	19	22	53	61
Non-Resident	32	37	2	2	34	39
Total	66		21		87	100
Veteran	17	20	0	0	17	20
Non-Veteran	49	56	21	24	70	80
Total	66		21		87	100

Distance of home from College. The distance of the applicant's home from the College was considered to determine what areas the greatest number of applicants not completing registration came from. In attaining this information the address given on the application blank was checked against the high school last attended by the applicants to determine the most accurate location of their homes. An analysis of table 11 reveals that 16 percent of the applicants lived within 25 miles of the College, 10 percent within 50 miles, 13 percent within 75 miles, and 61 percent within 100 miles and over. The applicants living within 25 miles of the College were from Cache Valley and Brigham City; those living within 50 miles were from Ogden; those living within 75 miles were from Salt Lake City; and those living 100 miles and more were from other areas in Utah, and out-of-state areas. The applicants living 100 miles and over from the College were not of significance in number from any one single area.

Table 11. Distance of applicants home from Utah State,
1955-56

Distance	No.	Percent
Twenty-five miles	14	16
Fifty miles	9	10
Seventy-five miles	11	13
one hundred miles and over	53	61
Total	87	100

Intelligence quotients of applicants. Due to the limited amount of information available it was only possible to get I. Q. scores for 27 percent of the applicants. Of the scores attained listed in table 12, the range was from 38 to 143 with a median score of 110. A random sampling of 20 students now attending Utah State showed their scores to range from 95 to 128 with a median score of 107. All of the scores recorded were from tests administered during the students junior or senior year in high school.

Parental educational background. The applicants were asked to indicate the highest grade completed in school by their (a) father and (b) mother. It is evident from the information given in table 13, that the greatest number of parents completed the twelfth grade, or in other words were high school graduates. This is true in the case of both the father and mother. The second largest group completed the eighth grade or lower. It is interesting to note that more of the mothers went on to college than did the fathers, although more fathers completed high school. A total of 37 parents went on to college for at least 1 year or more.

The factor selected by 87 applicants as being most important for not completing registration

Table 14 gives a summary of the factors selected by the 87 applicants as being the most important in influencing their non-completion of registration at Utah State Agricultural College. These factors are ranked according to percentage of response. This tabulation indicates the most

Table 12. Available intelligence quotient scores of applicants at Utah State, 1955-56

I. Q. Score	Frequency
143	1
128	1
125	3
117	1
114	2
113	1
112	1
111	1
110	3
Median Score	
103	1
106	1
105	3
104	1
101	1
98	1
96	1
88	1
	<hr/>
	24

Table 13. Highest grade in school completed by the parents of those not completing registration at Utah State, 1955-56

Grade	Father	Mother	Total
8th and lower	9	6	15
9th	2	1	3
10th	5	3	8
11th	3	5	8
12th	33	28	61
13th	2	6	8
14th	5	9	14
15th	1	2	3
16th	4	4	8
17th and higher	3	1	4
No response or unknown	20	22	42
	<u>87</u>	<u>87</u>	<u>174</u>

important reason to be financial conditions. Twenty-six percent of the applicants did not complete registration because of this factor. The second most important factor was to attend another college or university with 23 percent.

The most important reason for non-completion of registration as selected by female applicants. Table 15 gives a summary of the factors selected by the 21 female applicants as being the most important in influencing their non-completion of registration at Utah State. The most important factor was financial conditions with 23.5 percent, and next was marriage with 23 percent.

The most important reason for non-completion of registration as selected by male applicants. Table 16 gives a summary of the factors selected by the 66 male applicants as being the most important in influencing their non-completion of registration at Utah State. The most important factor was attending another college with 27 percent, and next was financial conditions with 26 percent.

Reasons for attending another college or university. More important than the fact that 20 applicants selected attending another college or university as the most important factor influencing their non-completion of registration, is why they chose to attend another institution instead of Utah State. A summary of this information is tabulated in table 17. Four applicants indicated they did so because of friends influence, 4 more indicated they attended another college to be nearer home, which of course ties in closely to financial conditions. Three applicants indicated they preferred another college, 3 indicated the courses they wanted weren't available, and 3 others indicated financial conditions made it more advisable to attend another college where employment was attainable and they might live at home. Two applicants indicated they received scholarships to another college, and 1 applicant experienced not too friendly relations with a faculty member.

Summary and implications of response to each individual question in the questionnaire

The 32 questions which the applicants answered in-

Table 14. Factors ranked according to the percentage of response as selected by the 37 applicants as being the most important for their non-completion of registration at Utah State, 1955-56

Reason	No.	Percent
Financial conditions	23	26.0
Attending another college or university	20	23.0
Marriage	6	7.0
Now attending Utah State	6	7.0
Attend college at a later date	5	6.0
Employment	5	6.0
Personal or family illness	4	5.0
Going into missionary or church service	3	3.5
Unsatisfactory housing	3	3.5
Courses wanted not available	3	3.5
Enter armed forces	3	3.5
No definite goal in mind regarding a major field	2	2.0
Religious affiliations	1	1.0
Feeling of non-acceptance socially at Utah State	1	1.0
Registration fees too high	1	1.0
College and staff unfriendly	1	1.0
Total	37	100.0

Table 15. Factors ranked according to the percentage of response as selected by the 21 female applicants as being the most important for their non-completion of registration at Utah State, 1955-56

Reason	No.	Percent
Financial conditions	6	28.5
Marriage	5	23.8
Attending another college or university	2	9.5
Personal or family illness	2	9.5
Employment	2	9.5
Attend college at a later date	1	4.8
Now attending Utah State	1	4.8
Unsatisfactory housing	1	4.8
Courses wanted not available	1	4.8
Total	21	100.0

Table 16. Factors ranked according to the percentage of response as selected by the 66 male applicants as being the most important for their non-completion of registration at Utah State, 1955-56

Reason	No.	Percent
Attending another college or university	13	27.0
Financial conditions	17	26.0
Now attending Utah State	5	8.0
Attend college at a later date	4	6.0
Going into missionary or church service	3	4.5
Employment	3	4.5
Enter armed services	3	4.5
Unsatisfactory housing	2	3.0
Courses wanted not available	2	3.0
No definite goal in mind regarding a major field	2	3.0
Personal or family illness	2	3.0
Religious affiliations	1	1.5
Marriage	1	1.5
Feeling of non-acceptance socially at Utah State	1	1.5
Registration fees too high	1	1.5
College and staff unfriendly	1	1.5
Total	66	100.0

Table 17. Reasons for attending another college or university as indicated by the 20 applicants selecting this factor as most important in their not completing registration at Utah State, 1955-56

Reason	No.
Friends influence	4
To be nearer home	4
Preferred another college	3
Courses wanted not available	3
Financial conditions	3
Received a scholarship	2
College and staff unfriendly	1
Total	20

dicating the importance of each, were developed in an attempt to learn something about the social, economical, community, family, and religious backgrounds contributing to the applicant's non-completion of registration, as well as the most important factor. The tabulation of response to the questions is given in table 18. The response is given in percentage of those who answered each question, either favorably or unfavorably, as a factor affecting their non-completion of registration. Also, it is to be noted that 6 applicants indicated they are now attending Utah State, and for this reason did not fill out the remainder of the questionnaire. The response to each individual question will differ from the most important factor ranking in some cases, but the major emphasis did not change.

Are you now attending another college? The first factor considered was that of attending another college. Table 18 reveals that 46 percent of the applicants are attending another college, 52 percent are not, and 2 percent did not respond to the question. A further breakdown of those attending another college indicated 17 of the 37 applicants in this category did so to be nearer home, 9 received scholarships, and 11 did so for other reasons.

Do you intend to attend college at a later date? Sixty-eight percent of the applicants intend to attend college at a later date, 21 percent do not, and 11 percent did not respond to the question mainly because they weren't sure of future plans. Of the 55 applicants intending to attend college at a later date, 31 plan to attend Utah State, and 24 plan to attend another college.

Are you going into the armed forces? The percentage of applicants going into the armed forces was found to be relatively small. Only 16 percent indicated they were going into the armed forces, 75 percent were not, and 9 percent did not respond to the question. Of the 13 applicants going into the armed forces, 10 were voluntary enlistments and 3 involuntary.

Was marriage a factor in your not registering here? Ten percent of the applicants indicated marriage was a factor, 88 percent did not, and 2 percent did not respond to the question.

Were you unable to attend college because of financial conditions? Financial conditions was a major factor con-

Table 18. Summary of response to each individual question in the questionnaire expressed in percent for the school year 1955-56

Question	Response					
	Yes	%	No	%	No Reply	%
1. Are you now attending another college?	37	46	42	52	2	2
2. Do you intend to attend college at a later date?	55	68	17	21	9	11
3. Are you going into the armed forces?	13	16	61	75	7	9
4. Was marriage a factor in your not registering here?	8	10	71	88	2	2
5. Were you unable to attend college because of financial conditions?	30	37	45	56	6	7
6. Did you feel registration fees were too high?	8	10	63	84	5	6
7. Are you going into missionary or church service?	6	7	70	88	4	5
8. Did you need employment?	46	57	31	38	4	5
9. Did you look for, or inquire about, employment here?	22	27	55	68	4	5
10. Were satisfactory housing facilities available to accommodate you?	50	62	18	22	13	16
11. Did you apply for a scholarship to USAC?	19	24	56	69	6	7
12. Are you an athlete?	24	30	51	63	6	7
13. Did you apply for an athletic grant-in-aid?	6	7	69	86	6	7
14. Did your parents want you to attend college?	74	92	2	2	5	6
15. Did you receive help and advice concerning registration from the admissions office?	47	58	30	37	4	5

Table 18. (Cont'd.)

Question	Response					
	Yes	%	No	%	Reply	%
16. Were you referred to the counseling center at the college?	11	14	57	70	13	16
17. Did friends influence you to attend another college?	11	14	63	77	7	9
18. Did you attend the orientation session available to new students planning to attend USAC?	5	6	69	85	7	9
19. Do you feel your application for admission to USAC was given proper attention?	75	92	3	4	3	4
20. In your associations with the college and its staff, did you find them to be friendly and cooperative?	61	75	2	3	18	22
21. Were you satisfied with registration procedures?	48	60	0	0	33	40
22. Did family or personal illness prevent your attending college?	8	10	70	86	3	4
23. Do you feel Logan is a community with adequate facilities to accommodate you while attending USAC?	63	78	8	10	10	12
24. Were religious affiliations a factor in your not attending college?	6	7	70	87	5	6
25. Could you see the importance of attending college in preparation for your future life's work?	72	89	5	6	4	5
26. Do you feel you would have been accepted socially at USAC?	73	91	3	4	5	5
27. Do you think social life at USAC would have been satisfactory?	75	93	2	2	4	5

Table 18. (Cont'd.)

Question	Response			
	Yes %	No %	No Reply %	
28. Did you have a definite goal in mind regarding a major field before applying for entrance to college?	60 74	19 24	2	2
29. Were the courses you wanted available?	60 74	9 11	12	15

tributing to the non-completion of registration at Utah State. Thirty-seven percent encountered this difficulty, 56 percent did not, and 7 percent did not respond.

Did you feel registration fees were too high? Only 10 percent of the applicants felt registration fees were too high, 84 percent did not, and 6 percent did not respond.

Are you going into missionary or church service? Seven percent of the applicants were going into missionary or church service, 83 percent were not, and 5 percent did not respond.

Did you need employment? Fifty-seven percent of the applicants indicated they needed employment, 33 percent did not, and 5 percent did not respond to the question. Of the 46 applicants needing employment, 36 needed part-time and 10 needed full-time employment.

Did you look for, or inquire about, employment here? Twenty-seven percent of the applicants had looked for employment, 63 percent had not, and 5 percent did not respond. Of the 22 applicants who had looked for employment, 13 found none available, and 4 found employment but

it wasn't enough to enable their attending Utah State.

Were satisfactory housing facilities available to accommodate you? Housing facilities were satisfactory to 62 percent of the applicants, 22 percent were not satisfied, and 16 percent did not respond. The applicants not responding to the question did not visit Utah State in person, and therefore, weren't able to answer this question.

Did you apply for a scholarship to Utah State? Twenty-four percent of the applicants applied for scholarships, 69 percent did not, and 7 percent did not respond. Of the 19 applicants applying for scholarships, 14 were granted and 5 had been denied.

Are you an athlete? Thirty percent of the applicants indicated they were athletes, 63 percent were not, and 7 percent did not respond.

Did you apply for an athletic grant-in-aid? Administrators at Utah State as well as the writer were especially interested in knowing how many applicants were being lost because of this factor. Only 7 percent had applied for an athletic grant-in-aid, 86 percent had not, and 7 percent did not respond. Of the 6 applicants who applied for an athletic grant-in-aid, 5 were denied and 1 was granted.

Did your parents want you to attend college? Ninety-two percent of the applicants indicated their parents wanted them to attend college, 2 percent did not, and

6 percent did not respond.

Did you receive help and advice concerning registration from the Admissions Office? Fifty eight percent of the applicants had received help, 37 percent had not, and 5 percent did not respond. Of the 47 applicants indicating they had received help concerning registration from the Admissions Office, 31 had done so through correspondence and 16 through personal interview.

Were you referred to the counseling center at the College? Very few of the applicants had been referred to the counseling center at the College. Only 14 percent indicated they had, 70 percent had not, and 16 percent did not respond. It is the opinion of the writer that those not responding to the question knew very little of the counseling services available to them at the College.

Did friends influence you to attend another college? Fourteen percent of the applicants indicated they were influenced partially, or in whole, by friends to attend another college, 77 percent were not, and 9 percent did not respond.

Did you attend the orientation session available to new students planning to attend Utah State? Only 6 percent of the applicants indicated they had attended the orientation program for new students planning to attend Utah State, 85 percent had not, and 9 percent did not respond. Of the 5 applicants attending the orientation program, all of them found it to be satisfactory.

Do you feel your application for admission to Utah State was given proper attention? Nearly all of the applicants, or 92 percent, felt their application for admission to Utah State was given the proper attention, 4 percent did not, and 4 percent did not respond.

In your associations with the College and its staff, did you find them to be friendly and cooperative? Seventy-five percent of the applicants found the College and its staff to be friendly and cooperative in their associations with them, 3 percent did not, and 22 percent did not respond. The applicants not responding to the question only had associations with the College and its staff through correspondence, and therefore, could not answer this question justifiably.

Were you satisfied with registration procedures? None of the applicants were dissatisfied with registration procedures at Utah State, while 60 percent were satisfied, and 40 percent did not respond. The 40 percent not responding to the question did not take part in the actual process of registration, and therefore, could not answer this question.

Did family or personal illness prevent your attending college? Ten percent of the applicants indicated family or personal illness prevented their attending college, 86 percent did not, and 4 percent did not respond.

Do you feel Logan is a community with adequate facilities to accommodate you while attending Utah State? Seventy-eight percent of the applicants felt Logan was a satisfactory

community to adequately meet their needs while attending college, 10 percent did not, and 12 percent did not respond. The applicants not responding to the question had not been to Logan in person, and knew little or nothing of the community.

Were religious affiliations a factor in your not attending college? Only 7 percent of the applicants indicated religious affiliations were a factor in their not attending college, 37 percent felt they were not, and 6 percent did not respond.

Could you see the importance of attending college in preparation for your future life's work? Eighty-nine percent of the applicants could see the importance of a college education in preparation for their future life's work, 6 percent could not, and 5 percent did not respond.

Do you feel you would have been accepted socially at Utah State? Ninety-one percent of the applicants felt they would have been accepted socially at Utah State, 4 percent did not, and 5 percent did not respond.

Do you think social life at Utah State would have been satisfactory? Ninety-three percent of the applicants felt social life at Utah State would have been satisfactory, 2 percent did not, and 5 percent did not respond.

Did you have a definite goal in mind regarding a major field before applying for entrance to college? Seventy-four percent of the applicants said they had a definite major in mind before applying for entrance to

college, 24 percent did not, and 2 percent did not respond.

Were the courses you wanted available? Seventy-four percent of the applicants indicated the courses they wanted were available, 11 percent said they were not, and 15 percent did not respond. Those applicants not responding to the question did not know exactly what courses were available at Utah State.

Question 30 regarding the extent of the parents education has already been covered in table 13.

Applicants remarks to the real reason for non-completion of registration, and suggestions that would make admission to the College easier

The writer felt it would be of importance to the problem if the remarks made by the applicants concerning the real reason for not completing registration, and suggestions that would make admission to the College easier were to be included. The following remarks and suggestions were made by the applicants:

"I feel that if I would have received a scholarship, which I think I deserved, I could have attended."

"I would be glad to go to USAC if there was some way I could get a good scholarship in athletics to pay my tuition."

"I decided to take a correspondence course so I signed up with Vry Tech. Ins. in Chicago."

"I needed financial assistance and I was unable to get it at USAC."

"My Korean G. I. Bill would not have supported me in college. Being a non-resident, tuition was high. I am taking my first two years at a local college and saving some to attend another college."

"I had difficulty finding suitable living accommodations, and in addition, encountered a very

strong religious barrier in trying to find housing. This same barrier existed when it came to looking for work."

"I thought that I would like the B.Y.U. better, but now I am beginning to wonder. I don't know whether to continue here or not. I thought that maybe if some arrangement could be made with the scholarship committee I might decide to come to Utah State."

"I decided to attend High School as a senior, as I thought I could attend classes that would be of value upon my entrance to college."

"On the job association with graduates from both schools gave me the impression of more self-assurance from the people from the university I am now attending."

"I didn't know what to take and was offered a job so I never went."

"My greatest problem was obtaining year-round employment for my wife as a registered nurse. I do not receive G. I. training and she would be our whole support. The Latter Saint Hospital offered no help or encouragement, while the campus health dept. could only offer 9 months employment."

"Wished to study Forestry. Was advised by school counselor to select and make application to at least three colleges. USAC was second choice. Was accepted by my 1st choice."

"I got a chance to rent my fathers farm."

"The letters to me did not seem very interested in my attending. I received more encouragement from another school."

"I felt I would be of more use to Snow College than the A.C."

"I had already decided to go to another college before my application had been OK'd and returned to me."

"Not being able to find a moderately priced and reasonably clean apartment off the campus to live in."

"Rooms, and out of state tuition."

"Supply more detailed information about special fields."

"I was late for registration, and due to the fact that I am working part-time, some of the classes I wanted to take were filled at the only time I could take them."

"I didn't like one of the faculty members He wasn't very friendly."

"I applied at two colleges, yours and Idaho State College, and was accepted by both. Not knowing much about either college I picked I.S.C. for no true reason. I felt that either college was equally fine in the major I wanted."

"I applied for an early release from the army and did not receive an acceptance from the USAAC until after the fall quarter was about to start."
 "The scholarship I received pays all fees and I stand a good chance of renewing it for all four years and any graduate work."
 "Admission for the fall quarter of 1955 meant for the fall quarter of 1955."
 "I changed my mind about going to college because I didn't feel that I was ready to go."
 "I sent a letter inquiring for a job but I didn't receive an answer."
 "I have found a job and am quite happy. I didn't want to give the scholarship up, but conditions made it such, and even though it meant giving up my education I do not regret my decision."
 "I had to go back east to a F.F.A. convention. I also had to get a new automobile."

Many of the applicants made the comment that admission procedures were fine as far as they were concerned. Also, many of the applicants expressed thanks for the interest given them in their not completing registration. Applicants comments to the courses not available at Utah State

The applicants were asked to state what courses were not available to them at Utah State. Some of the comments to this question were:

"I am interested in Chemical Engineering and thought that since I couldn't graduate in that field at USAC it would be better to go to the U. of U. where I could instead of transferring later on."
 "I was undecided whether to take civil or chemical engineering. I felt the school I am now attending offered more in chemical engineering, and I could make a better choice where both courses were offered."
 "I don't feel your Physics Department is adequate."
 "Mechanical Engineering, from your catalog it didn't seem to be available."
 "Cosmetology."
 "Courses in Ornamental Horticulture The area was not satisfactory for my academic interests."

Validation of questionnaire

To validate the response, the writer interviewed at random 10 of the applicants answering the questionnaire to see if certain questions were answered the same in both instances. The applicants selected were located in Cache Valley and Ogden so as to lend variance in area and still make it possible for the writer to contact them personally. Little, if any, difference was found in response to the questions in either case.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

On the basis of the findings of this investigation, the following conclusions seem to be justified:

1. More men than women do not complete registration at Utah State, by a ratio of 3 to 1.
2. In this study, distance from the College seems to be a factor in not completing registration as 61 percent of the applicants lived 100 miles or farther from the College. It is, however, to be noted that 61 percent of the applicants are resident students, and 39 percent non-resident.
3. According to the I. Q. scores recorded by the tests administered, **there is little difference** in attenders and non-attenders at Utah State.
4. The two most important factors causing the non-completion of registration at Utah State are financial conditions, and to attend another college.
5. Financial conditions and marriage are the 2 most important factors influencing female applicants non-completion of registration.
6. Attending another college and financial conditions are the 2 most important factors causing male applicants not to complete registration.

7. Friends' influence, to be nearer home, and preferring another college are the main reasons why applicants who attended another college chose to do so.
8. Registration fees are not a factor in the non-completion of registration at Utah State.
9. A large percentage of the applicants not attending college intend to do so at a later date.
10. A major portion of the applicants needed either part-time or full-time employment.
11. Parental attitude towards the applicants attending college is definitely favorable.
12. A large percentage of the applicants indicated they received no help and advice from the Admissions Office concerning registration.
13. Very few of the applicants knew of the counseling and guidance services available to them at the College. Also, only a few of the applicants attended the orientation program for prospective students planning to attend Utah State.
14. Registration procedures at Utah State were found to be satisfactory by those applicants taking part in the actual process.
15. Course offering in the main seems to be adequate at the College, however, some of the applicants expressed the need for a 4 year program in Chemical Engineering instead of the present 2

year plan.

16. A large number of the applicants had no definite goal in mind regarding a major field before applying for entrance to the College.
17. Those factors influencing the non-completion of registration at Utah State, and the factors influencing drop-outs at Utah State as brought out in Dr. Blaser's (3) study are closely related.
18. Though not stated directly, implications from the open comments as well as other questions answered by the applicants indicate that the personal association between the College and its prospective students is very important.

Recommendations

After completing this study, the following recommendations are proposed for consideration:

1. Counseling and guidance services should be strengthened both at the high school and the college level.
2. More detailed information concerning counseling and guidance services, orientation programs, and requirements for admission to the College should be made available to the prospective student planning to attend Utah State at the time of application.
3. An even more personalized association exist among the College and its staff in the handling of prospective students planning to attend Utah State.

4. If at all possible, greater material aid in assisting prospective students to attend Utah State through means of scholarships, employment, and housing should be afforded them.

Suggestions for further study

Further study of this important problem of admissions attrition seems to be justifiable. Future studies might compare attenders against non-attenders to see if they differ in academic, environmental, social, economic, religious, and other backgrounds. Also, larger sampling in the area of educational aspects such as I. Q.'s, average grades, etc., would contribute to the solution of the problem of admissions attrition.

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APPENDIX

Appendix A

FOLLOW - UP QUESTIONNAIRE OF APPLICANTS NOT

COMPLETING REGISTRATION AT USAC

Please complete this form frankly and honestly. The data gathered will be kept confidential, and your prompt return of this questionnaire will be greatly appreciated.

Name _____ Age _____ Male _____ Female _____ Veteran _____ Non-Veteran _____

High School Last Attended _____ Location _____
(City) (State)

INSTRUCTIONS:

As you fill out the questionnaire please answer by putting a check (v) in the appropriate column at the right. If your answer is YES to the principal question, then complete the sub questions (1A-B, 2A-2B, etc.).

		ANSWER	
		YES	NO
1.	Are you now attending another college _____		
	A. Is it nearer to home _____		
	B. Did you receive a scholarship _____		
	C. Other _____		
2.	Do you intend to attend college at a later date _____		
	A. USAC _____		
	B. Other _____		
3.	Are you going into the armed forces _____		
	A. Voluntarily _____		
	B. Involuntarily _____		
4.	Was marriage a factor in your not registering here _____		
5.	Were you unable to attend college because of financial conditions _____		
6.	Did you feel registration fees were too high _____		
7.	Are you going into missionary or church service _____		
8.	Did you need employment _____		
	A. Part-time _____		
	B. Full-time _____		
9.	Did you look for, or inquire about, employment here _____		
	A. Was it available _____		
	B. Was it unavailable _____		
10.	Were satisfactory housing facilities available to accommodate you _____		
11.	Did you apply for a scholarship to USAC _____		
	A. Was it granted _____		
	B. Was it denied _____		

	YES	NO
12. Are you an athlete _____		
13. Did you apply for an athletic grant-in-aid _____		
A. Was it granted _____		
B. Was it denied _____		
14. Did your parents want you to attend college _____		
15. Did you receive help and advice concerning registration from the admissions office _____		
A. Through personal interview _____		
B. Through correspondence _____		
16. Were you referred to the counseling center at the college _____		
17. Did friends influence you to attend another college _____		
18. Did you attend the orientation session available to new students _____		
planning to attend USAC _____		
A. Was it satisfactory _____		
If not, why? _____		

19. Do you feel your application for admission to USAC was given proper attention _____		
20. In your associations with the college and its staff, did you find them to be friendly and cooperative _____		
21. Were you satisfied with registration procedures _____		
If not, why? _____		

22. Did family or personal illness prevent your attending college _____		
23. Do you feel Logan is a community with adequate facilities to accommodate you while attending USAC _____		
24. Were religious affiliations a factor in your not attending college _____		
25. Could you see the importance of attending college in preparation for your future life's work _____		
26. Do you feel you would have been accepted socially at USAC _____		
27. Do you think social life at USAC would have been satisfactory _____		
28. Did you have a definite goal in mind regarding a major field before applying for entrance to college _____		
29. Were the courses you wanted available _____		
If not, what were they? _____		

		3	
		YES	NO
30.	Indicate the extent of parents education_____		
	A. Father _____		
	B. Mother _____		
31.	If the real reason for your not completing registration wasn't covered in this questionnaire, please state what it was? _____		

32.	Please make any suggestions you care to that would make admission to this college easier? _____		

NOTE: Now go back and draw a circle around the number in front of the MOST IMPORTANT REASON for your not completing registration.

UTAH STATE AGRICULTURAL COLLEGE

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DARYL CHASE, PRESIDENT
LOGAN, UTAH

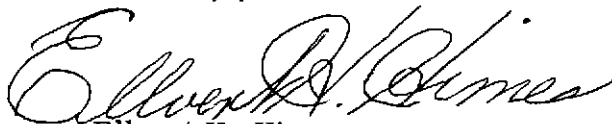
IDENT PERSONNEL

For some reason unknown to us you were unable to register at Utah State for the Fall Quarter of 1955-56, although your application for admission had been received.

We are interested in obtaining your cooperation in learning about the reasons affecting your change of plans. Mr. Richard Barney is aiding us in our effort to obtain this information and we would appreciate your assisting with this project.

Attached is a questionnaire which will take you less than five minutes to complete and return to us in the self-addressed stamped envelope we have provided. Thank you in advance for prompt attention to our inquiry. It will be very helpful to us.

Cordially yours,



Ellvert H. Himes
Dean of Students

EHH/lb

Encl.

January 7, 1966

Mr. [Name] [Address]
[City] [State] [Zip]

Dear Mr. [Name]:

Enclosed for you are two copies of a booklet for
members of the National Education Association of the United States. The booklet is
entitled "The National Education Association of the United States: A History of
the Association and its Members." It is a booklet of
approximately 100 pages, for members of the Association and do not
forget to return it to the Association when you receive it.

Sincerely,
[Signature]

Enclosed for you are
two copies of the booklet
entitled, "The National Education Association of the United States: A History of the Association and its Members."

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

OFFICE OF THE REGISTRAR

In accordance with the provisions of the

Act of the Legislature of the State of Michigan,

approved March 1, 1906,

I hereby certify that

The following is a list of the names of the persons who have been admitted to the

Michigan State University, during the year ending June 30, 1907, and who have been

admitted to the same under the provisions of the Act of the Legislature of the State of Michigan,

approved March 1, 1906, and who have been admitted to the same under the provisions of the

Act of the Legislature of the State of Michigan, approved March 1, 1906, and who have been

admitted to the same under the provisions of the Act of the Legislature of the State of Michigan,

approved March 1, 1906, and who have been admitted to the same under the provisions of the

Act of the Legislature of the State of Michigan, approved March 1, 1906, and who have been

admitted to the same under the provisions of the Act of the Legislature of the State of Michigan,

approved March 1, 1906, and who have been admitted to the same under the provisions of the

Act of the Legislature of the State of Michigan, approved March 1, 1906, and who have been

H. M. Stontenburg, Jr.